

DRAFT Carroll ISD Cultural Competence Action Plan

This Five-Year Cultural Competence Action Plan was created as the result of the work of the District Diversity Council (DDC) and will be presented to the Carroll ISD School Board for adoption on **August 3, 2020**.



The plan follows the four-step RPIE communications process:

- 1) **Research** – what is the problem and why does it matter?
- 2) **Planning** – who needs to know and what should we tell them?
- 3) **Implementation** – when and how do we tell them? who will do it and how much will it cost?
- 4) **Evaluation** – how did we do?

RESEARCH

Problem/Challenge/Opportunity:

In the fall of 2018 a video surfaced on social media with footage of Southlake teenagers chanting a racial slur during a party held at a private residence after Homecoming. It was confirmed that all the teens in the video were Carroll ISD students. The incident sparked outrage from families and students, and caused a significant disruption to the educational environment. Rumors of threats resulted in CISD adding temporary administrative and police presence at Carroll High School to ensure student safety. On November 2, 2018, the School Board held a public meeting to hear input from parents of students who have experienced microaggressions, acts of racism or hate speech.

NOTE: Microaggressions are defined as everyday verbal or nonverbal, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized or underrepresented group membership.

Numerous members of the press were present at this meeting, as speaker after speaker called on CISD to act.

During the meeting, Carroll ISD shared a **Cultural Competence Action Plan** for immediate implementation that included the following:

- accountability for students involved in the racial slur video, according to the law and the Student Code of Conduct (SCOC);
- strengthen CISD expectations of students and update written discipline policies to address any harassing, offensive, hateful or discriminatory speech directed at individuals or groups of individuals based on race, religion, color, national origin, gender, sexual orientation or disability;
- emphasize cultural awareness within the anti-bullying/kindness focus area of The Resiliency Project to include resources for staff, parents and students on The Resiliency Project website;
- form a District Diversity Council to support and nurture the increasingly diverse student population of our district;
- emphasize cultural competence in our K-12 curriculum as an important skill for students to have as they enter an adult world with ever-increasing diversity;
- conduct face-to-face meetings to discuss cultural awareness with student leaders representing various CISD teams, clubs and organizations;
- feature student assembly speakers specializing in such topics as cultural sensitivity, diversity awareness and celebrating differences;
- provide ongoing diversity training for all staff; and
- expand programming and resources for parents, staff and students, including SPARK presentations (*Students and Parents Against Risks to Kids*) on diversity topics, international nights to celebrate the various cultural or ethnic groups represented in the district and a potential Parent University on the topic of cultural competence.

Outrage over the racial slur incident also affected the City of Southlake leaders when citizens and non-citizens alike took to social media to comment and demand action. Mayor Laura Hill joined district leaders by taking a strong stance against the video. She formed the Mayor's Alliance on Unity and Culture to continue a dialogue about valuing diversity and encouraging unity. The district accepted applications in December 2018 for District and Campus Diversity Councils, and received more than 180 applications from parents, staff and students interested in serving in an advisory capacity to school district leaders. Shortly after, appointments were made in January 2019, and the 63-member District Diversity Council (DDC) held its first meeting on January 20, 2019. Another 125 individuals were invited to participate in campus-level councils during the spring of 2019.

In February 2019, a second video emerged on social media, again causing a disruption to the educational environment. This time, a student serving on the DDC brought the video to the attention of the CISD Administration. This second video included a CISD student using a racial slur with three others in the vehicle. While four teens were involved, only two were CISD students. The district consistently applied the Student Code of Conduct, disciplining the two CISD students involved and communicated the facts to the DDC.

That same month, the DDC formed six subcommittees to further develop the Cultural Competence Action Plan. These include:

- 1) Celebration of Culture, Bias Reduction & Awareness
- 2) Communications & Outreach
- 3) Teacher/Staff Recruitment
- 4) Curriculum & Instruction
- 5) Student-Led Education & Policy
- 6) Professional Development

In addition, on February 18, 2019, CISD professional employees participated in a full-day diversity training session presented by the Region XI Education Service Center.

In April 2019, the School Board held a public meeting to facilitate face-to-face Diversity Dialogues with students in grades 9-12. This meeting was co-hosted by the Carroll Senior High Student Council. More than 100 students and staff shared ideas and concerns with individual trustees and administrators. Multiple news agencies came to this event, with positive coverage of the district's approach to giving students a voice on this important topic.

On April 15, 2019, the School Board approved a Leadership & Culture Coach position to work with the Superintendent and to deliver staff training and engage in face-to-face dialogue with students. The Superintendent assigned this role to CISD's Boys Basketball Coach and Teen Leadership teacher Eric McDade.

PLANNING

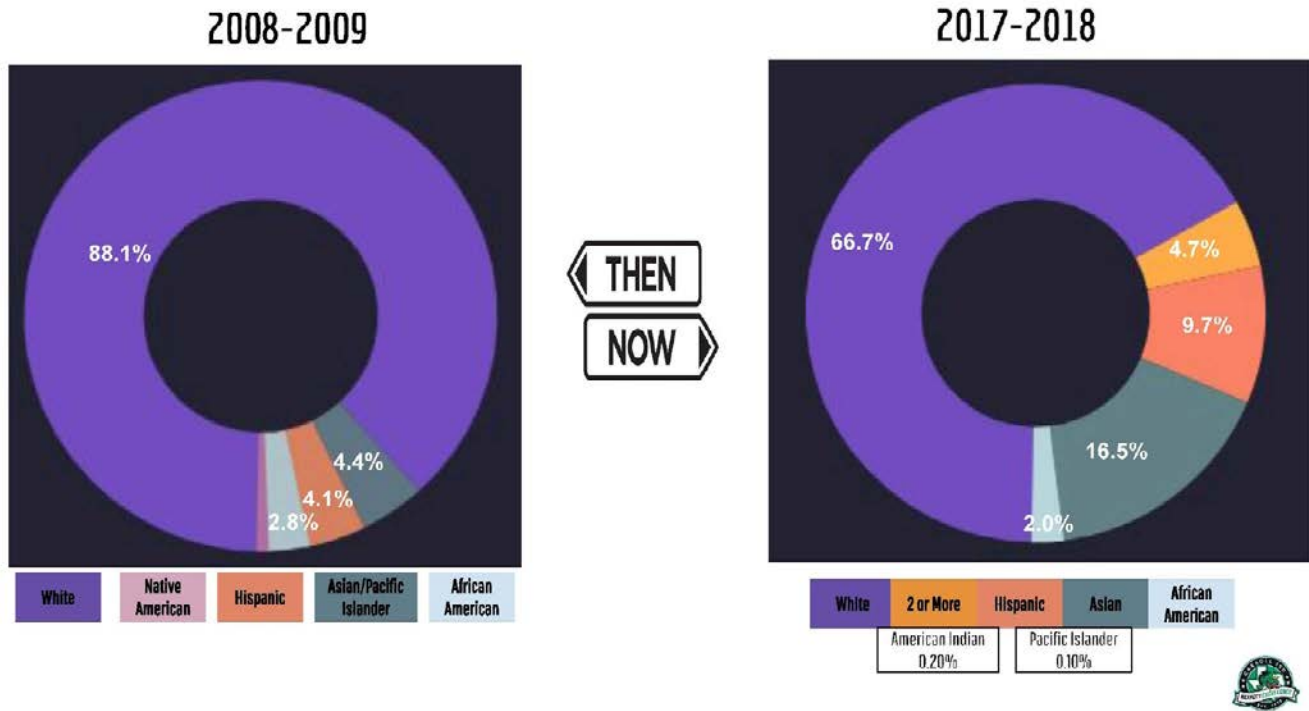
Situational Analysis:

Carroll ISD has about 8,600 students and 1,200 employees. CISD is a high-performing district located in the heart of the Dallas-Fort Worth Metroplex. The district is located in Region XI Education Service Center and is often ranked near or at the top when compared with school districts across the state and nation (using ACT/SAT scores, National Merit Scholars and college readiness indicators set forth by the Texas Education Agency and The College Board). CISD has independent boundaries and serves the greater Southlake community, as well as small portions of Grapevine, Colleyville, Keller and Westlake.

The district has only 1.8 percent of its student population that is considered low-income and/or qualify for Free and Reduced Lunch. The district serves prekindergarten students through grade 12 at 11 different campuses. Three of the district's five elementary schools serve PK-4 grades, the other two have limited space and serve K-4 populations. Two intermediate campuses serve the district's fifth and sixth grades. The district has two middle schools serving seventh and eighth grades, and a split configuration for grades 9-12. Freshmen and sophomores attend Carroll High School (9/10 campus); all juniors and seniors attend Carroll Senior High School (11/12 campus).

The district provides bus transportation for paying riders; free bus transportation is offered to students who qualify for special education programs.

Changing Demographics: A review of demographics over the past 10 years in Carroll ISD reveals growth in the district’s ethnic student populations and a decrease in the overall percentage of Caucasian students. Asian and Hispanic students, as well as students who identify as biracial or having two or more races, represent the biggest increase. A study of employee demographic data showed CISD is increasingly more ethnically diverse, primarily by hiring Black staff members in the teaching and administrative pay families and Hispanic staff members in the auxiliary pay family. The district lacks Asian and/or Indian representation consistent with the size of the same corresponding student groups.



Staff & Student Training:

The district had little to no diversity or equity training for employees in place when the 2018 video was posted. Any training and/or programs that were in place lacked evaluative measures and/or consistency. Many parents at the November 2, 2018, special School Board meeting indicated that their children had experienced numerous microaggressions in the past while at school, sometimes remaining silent and/or feeling marginalized and unheard. Students shared personal experiences of racial, religious, gender and sexual orientation biases. Most of the incidents shared on November 2, 2018, involved the use of insensitive racial slurs or hate speech by Caucasian students.

Student Achievement: As a whole, Carroll ISD students consistently score above state and national averages on standardized tests. An academic review of student subgroup test performance reveals no statistically significant achievement gaps among the district’s ethnic populations. Existing gaps do exist for some low socioeconomic students. Carroll leaders continue to make these students a priority for learning interventions and other support services to improve learning outcomes and growth.

Discipline & Consequences:

It was discovered during face-to-face discussions with students, that many students found their teachers and administrators to be indifferent to situations of microaggressions and name-calling. Many instances went unreported; some students and their parents were frustrated by the lack of follow-up and communication after consequences were applied in individual situations. It was found that CISD lacked consistency in applying consequences under the Student Code of Conduct (SCOC) and campuses didn’t consistently notify the central office administration about incidents involving hate speech or racial

slurs. Outside of the existing counseling system, there are no staff members assigned specifically to support or advocate for victims of discrimination. In addition, the incidents and consequences were not being coded and tracked on a consistent basis either. Confusion also existed within interpretation and understanding of the law and SCOC levels of offenses. CISD leaders learned that fewer district students are put in the Discipline Alternative Education Program (DAEP) than their peer districts. CISD students who are placed in DAEP are assigned to terms significantly longer than other area school districts: 45 days, 60 days and then 90 days of DAEP Placement.

Overarching Goals:

GOAL 1: Promote cultural competence within Carroll ISD.

GOAL 2: Facilitate communication and understanding among different stakeholders, and serve as a community resource.

GOAL 3: Advocate for and support culturally competent and responsive programs and policies.

GOAL 4: Engage students, staff, and faculty to collect feedback on cultural competence in CISD.

GOAL 5: Propose strategies for reaching cultural competence.

Target Stakeholders:

- Administrators, Teachers & Support Staff
- Students
- Parents
- Community at-large

Key Messages:

- Carroll ISD is committed to cultivating a secure, supportive and nurturing environment where everyone feels safe and valued.
- Carroll ISD is committed to collaborating with families and the community to support the academic, physical, emotional and social well-being of each student.
- Carroll ISD is committed to identifying and defining students' unique gifts and abilities, and then developing resources and programs to support students' individual paths.
- Carroll ISD is committed to implementing a cultural competence action plan that provides ongoing training and skills for staff and continuous open dialogue opportunities for students as a means to demonstrate our commitment to understanding differences and embracing diversity.

When evaluating the quantitative and qualitative success of various action steps or initiatives, CISD may utilize informal and formal research and feedback tools to include face-to-face focus groups, written communications, surveys, Let's Talk submissions, Dragon Tip Line submissions and ThoughtExchange engagement software.

Key Acronyms

BIPOC	Black, Indigenous, and People of Color
CCAP	Cultural Competence Action Plan
CCC	Campus Culture Coaches
CDC	Campus Diversity Council
CISD	Carroll Independent School District
DDC	District Diversity Council
DLT	District Leadership Team
LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer (or Questioning)
LOTE	Languages Other Than English
RFP	Request For Proposals
SCOC	Student Code of Conduct
TASB	Texas Association of School Boards
TBD	To Be Determined
TEA	Texas Education Agency

IMPLEMENTATION & EVALUATION

GOAL 1: Promote cultural competence within Carroll ISD.

- **Objective 1.1:** Define and understand culture. Be able to assess one’s own biases, stereotypes, and level of cultural competence. *(Student-Led Education & Policy)*
 - **Strategy 1.1.1: Develop students’ cultural competence to embrace diversity at all CISD campuses, and enable a culturally safe and respectful environment for students to value and practice inclusion.**
 - Action Step 1: Hire a Director of Equity and Inclusion to oversee implementation of the CISD Cultural Competence Action Plan (CCAP).
 - Action Step 2: Embed diversity and inclusion training for students as an “enrollment to graduation” process in all grades and at all CISD campuses.
 - Action Step 3: Implement a diversity and inclusion curriculum/initiatives for each grade with different levels of age-appropriate proficiency.
 - Action Step 4: Educate students about diversity and inclusion, Student Code of Conduct and expectations for appropriate “Dragon” behavior, as well as potential consequences for violations.
 - **Strategy 1.1.2: Establish diversity and inclusion metrics-driven student education policy**
 - Action Step 1: Conduct biennial student diversity and inclusion surveys.
 - Action Step 2: Reward/recognize students who demonstrate diversity and inclusion excellence.
 - Action Step 3: Establish a student focus group or task force at each 5-12 campus (students from the Campus Diversity Councils) to work with the Director of Equity and Inclusion.
 - Action Step 4: Establish an equity and inclusion grievance process system through which students can report instances of discrimination and other events that inhibit progress toward cultural competence goals.
 - Action Step 5: Provide counseling support, resources, and advocacy for victims of discrimination.
 - Action Step 6: Expand the Dragon Tip Line/Carroll ISD Let’s Talk app to include equity/inclusion as a category to communicate concerns.
 - Action Step 7: Establish a LGBTQ+ student focus group (grades 9-12) to provide dialogue and discussion on topics important to their group.
 - **Strategy 1.1.3: Identify skills and resources needed to achieve student equity and inclusion education goals.**
 - Action Step 1: Identify skills needed for students and develop curriculum trainings/initiatives.
 - Action Step 2: Educate students about bias and advantages faced and provide strategies for preventing bias from resulting in discrimination.
 - Action Step 3: Coordinate a diversity and inclusion week at each campus during the academic year and/or a districtwide “Diversity and Inclusion Matters” Day.
 - Action Step 4: Highlight and communicate to students the advantages and benefits of diversity.
 - Action Step 5: Finalize and introduce structured diversity and inclusion training and initiatives for students during the academic year to include mandatory online, self-guided training and focus group trainings.
- **Objective 1.2:** Establish a basic level of cultural competency with all teachers in the district, to include cultural sensitivity training. *(Professional Development/Teacher & Staff Recruitment)*
 - **Strategy 1.2.1: Identify basic cultural competency skills to use as a foundation for teacher training.**
 - Action Step 1: Present list of basic cultural competency skills for teachers to CISD Administration.
 - Action Step 2: Select training platform for teachers.
 - Action Step 3: Communicate expectations to all teachers and campus leaders.
 - Action Step 4: Conduct cultural competency training for all teachers and campus leaders.

- **Strategy 1.2.2: Enrich and expand the cultural competency training experience with additional professional development opportunities.**
 - Action Step 1: Offer District Day of Learning session options on the topic of cultural competency.
 - Action Step 2: Provide in-district, after-school trainings on campuses.
 - Action Step 3: Conduct small-group learning opportunities using outside consultants/trainers.
 - Action Step 4: Allow departmental field trips for teachers to area institutions.
 - Action Step 5: Offer individual training options with supervisor approval.
 - Action Step 6: Conduct regular reviews of CISD's Culture Survey results.
- **Objective 1.3: Conduct an independent equity audit in Carroll ISD and implement recommendations. (Administration)**
 - **Strategy 1.3.1: Conduct an equity audit of curriculum, programs and policies in Carroll ISD.**
 - Action Step 1: Create a Request For Proposals for equity audit professional services.
 - Action Step 2: Collect proposals to rank and select an equity audit consultant to work with CISD.
 - Action Step 3: Contract with equity audit consultant to conduct comprehensive audit of CISD curriculum, program and policies.
 - Action Step 4: Present equity audit proposal to School Board for approval.
 - Action Step 5: Work with consultant to conduct comprehensive equity audit.
 - Action Step 6: Present equity audit findings to DDC for input/feedback.
 - Action Step 7: Present audit findings and DDC feedback to School Board for approval.
 - Action Step 8: Implement equity audit findings into CISD's Cultural Competence Action Plan.
- **Objective 1.4: Elevate and prioritize the district's equity and inclusion work by modeling cultural competence for all staff. (Administration)**
 - **Strategy 1.4.1: Adopt a new equity and inclusion district policy that establishes an expectation that all students and staff will model and work towards cultural competence.**
 - Action Step 1: Research equity and inclusion policies in other school districts and universities.
 - Action Step 2: Collaborate with Policy Service writers at the Texas Association of Schools Boards to create a new equity and inclusion district policy.
 - Action Step 3: Present new equity and inclusion district policy to the District Diversity Council for feedback.
 - Action Step 4: Ask Carroll ISD School Board Trustees to consider adopting the new equity and inclusion district policy.
 - Action Step 5: Incorporate new equity and inclusion district policy into district website, handbooks and communications.
 - **Strategy 1.4.2: Present equity and inclusion policy, as well as Board-adopted Culture Competence Action Plan to the District Leadership Team (DLT) at the annual Administrative Retreat.**
 - Action Step 1: Share equity and inclusion policy and expectations to District Leadership Team prior to the beginning of the school year.
 - Action Step 2: Review Culture Competence Action Plan with District Leadership Team and set expectations for action step completion and implementation.
 - **Strategy 1.4.3: Hold staff accountable for equity and inclusion work by adding a cultural competence domain/indicator to the evaluation/appraisal process for all staff.**
 - Action Step 1: Form a Subcommittee of district leaders to work with the Personnel Services Department to study example appraisal instruments that include a domain/indicator that measures progress toward cultural competence and/or a personal commitment to equity and inclusion.
 - Action Step 2: Collect staff feedback on sample appraisal indicators.
 - Action Step 3: Adopt recommended appraisal indicator that measures employee commitment to equity/cultural competence.

- Action Step 4: Communicate appraisal indicator to staff and incorporate into staff evaluation/appraisal instrument.
- **Objective 1.5**: Launch a multi-faceted marketing and communications campaign that celebrates the uniqueness and diversity within Carroll ISD. (*Communications*)
 - **Strategy 1.5.1: Highlight and feature the diversity of Carroll ISD through a comprehensive #WeAreDragons marketing/communications campaign.**
 - Action Step 1: Incorporate #WeAreDragons diversity theme into 2021 *Inside Carroll* Magazine.
 - Action Step 2: Create a video series featuring #WeAreDragons equity messaging.
 - Action Step 3: Publish print document/ads featuring #WeAreDragons equity messaging.
 - Action Step 4: Utilize social media to share #WeAreDragons equity messaging.
- **Objective 1.6**: Work collaboratively with the Mayor's Alliance for Unity & Culture to promote cultural competence in the greater Southlake/Carroll ISD communities. (*Administration*)
 - **Strategy 1.6.1: Create liaison position for a member of Mayor's Alliance for Unity & Culture on the District Diversity Council**
 - Action Step 1: Contact City of Southlake staff to request that a member of the Mayor's Alliance also serve as a member of the District Diversity Council.
 - Action Step 2: Appoint one member of the District Diversity Council to serve as a liaison/member of the Mayor's Alliance for Unity & Culture.
 - Action Step 3: Offer opportunities on the DDC agenda for periodic updates on the work of the Mayor's Alliance.
 - Action Step 4: Ask DDC liaison to Mayor's Alliance to give periodic updates on the work of the DDC to the Mayor's Alliance.
 - Action Step 5: Look for opportunities to align/cross communicate the work of the DDC and the Mayor's Alliance.
 - Action Step 6: Collaborate on at least one joint event/special project with the Mayor's Alliance annually.

GOAL 2: Facilitate communication and understanding among different stakeholders, and serve as a community resource.

- **Objective 2.1**: Increase opportunities in Carroll ISD for underrepresented groups (BIPOC, religious, LGBTQ+, etc.) to be included, provide feedback and have a voice in district equity work. (*Administration*)
 - **Strategy 2.1.1**: Create District and Campus Diversity Councils to serve in an advisory role to the School Board and Administration.
 - Action Step 1: Develop a Board-approved framework for DDC membership.
 - Action Step 2: Create and distribute online DDC application.
 - Action Step 3: Communicate DDC opportunities to CISD stakeholders.
 - Action Step 4: Conduct regular meetings of the DDC and CDCs.
 - Action Step 5: Establish staff and community co-chairs for DDC.
 - Action Step 6: Divide DDC into working subcommittees.
 - Action Step 7: Establish CDC liaisons to DDC co-chairs.
 - Action Step 8: Survey DDC and CDC members for feedback/input.
 - **Strategy 2.1.2: Create opportunities for CISD stakeholders to learn more about the various religions identified by CISD families in the Culture Survey.**
 - Action Step 1: Host community interfaith dialogues.

- **Objective 2.2:** Create greater public awareness surrounding the work of the District Diversity Council. *(Communications)*
 - **Strategy 2.2.1: Communicate the work and objectives of the DDC to the greater Carroll ISD community.**
 - Action Step 1: Create DDC webpage to include meeting dates, agendas, summary of activities and photos of each DDC meeting.
 - Action Step 2: Establish DDC and CDC social media sites to share content, facts and upcoming events/celebrations.
 - Action Step 3: Design and publish DDC advertisement(s) in Southlake Style Magazine and CISD eBlasts.
 - Action Step 4: Create video announcing CCAP and Director of Equity and Inclusion (featuring voice of DDC members).
- **Objective 2.3:** Create new opportunities for the district and campuses to communicate and share facts about the diverse populations in Carroll ISD. *(Communications)*
 - **Strategy 2.3.1: Create greater understanding of each campus diversity/demographics.**
 - Action Step 1: Create mini diversity dashboards/infographics for campus websites/publications.
 - Action Step 2: Share diversity statistics/demographics with families at curriculum night.
 - Action Step 3: Encourage student ambassador programs whereby membership is made up of the representative student groups at the campus.
- **Objective 2.4:** Increase public awareness of the diversity demographics of Carroll ISD. *(Communications)*
 - **Strategy 2.4.1: Create a digital dashboard on the CISD website to educate the public about the diversity in Carroll ISD.**
 - Action Step 1: Research website dashboard software options.
 - Action Step 2: Select optimal website dashboard software.
 - Action Step 3: Enter Culture Survey results into dashboard software.
 - Action Step 4: Launch diversity digital dashboard for public review.
 - Action Step 5: Promote diversity dashboard to public.
 - Action Step 6: Track analytics for diversity dashboard.
 - **Strategy 2.4.2: Recognize significant holidays, monthly observances and other culturally-relevant events/people in district and campus communications throughout the school year.**
 - Action Step 1: Utilize Culture Survey results to identify top religions/cultural groups that make up the CISD population.
 - Action Step 2: Create a diversity calendar for year-round communications and event planning.
 - Action Step 3: Schedule social media posts/images to recognize culturally-relevant events and holidays.
- **Objective 2.5:** Increase opportunities for all stakeholders to learn about cultures other than their own. *(Celebration of Culture Bias & Awareness)*
 - **Strategy 2.5.1:** Educate the community about other cultures and countries to gain greater diversity awareness and appreciation.
 - Action Step 1: Host annual multicultural events at each CISD campus.

GOAL 3: Advocate for and support culturally competent and responsive programs and policies.

- **Objective 3.1:** Create consistency in student discipline policies and practices. *(Administration)*

- **Strategy 3.1.1:** Strengthen wording and consequences in the Student Code of Conduct (SCOC) for hate speech, racial slurs or acts against individuals or groups of individuals based on race, religion, ethnicity, gender, sex, sexual orientation or disability.
 - Action Step 1: Review SCOC wording for other area school districts.
 - Action Step 2: Consult with the school attorney for compliance with the state and federal law.
 - Action Step 3: Present SCOC legal requirements and recommendations to DDC.
 - Action Step 4: Use the DDC as a focus group for wording and consequence changes.
 - Action Step 5: Obtain School Board approval of SCOC changes.
 - Action Step 6: Publish SCOC online for parent, staff and student review.
 - Action Step 7: Conduct training for campus administrators to ensure consistent application of SCOC consequences for microaggressions and discriminatory behavior.

- **Strategy 3.1.2: Establish a process for documenting, reporting and tracking SCOC offenses.**
 - Action Step 1: Create a process for campus administrators to include incident notes to document microaggressions and discriminatory behaviors in the discipline offense history for students in the Skyward Management System.
 - Action Step 2: Establish a communication process for campus administrators to share incidents of microaggressions and discriminatory behaviors to the Student Services Department for tracking purposes.
 - Action Step 3: Report monthly SCOC discipline data to the School Board in executive session.

- **Objective 3.2:** Provide access to and incorporate diverse instructional materials throughout CISD Curriculum and Instruction. (*Curriculum & Instruction*)
 - **Strategy 3.2.1: Add diversity into teaching materials and instruction in all classrooms.**
 - Action Step 1: Reach out to PK-12 content curriculum coordinators to identify instructional material needs.
 - Action Step 2: Generate ideas with each campus staff to support diverse instructional materials in the classroom.
 - Action Step 3: Build classroom resources to include books where all students feel they are represented.

 - **Strategy 3.2.2: Introduce and improve language and cultures in Languages Other Than English (LOTE) classrooms.**
 - Action Step 1: Review the scope and sequence for LOTE classes with a focus on the cultures of each language.
 - Action Step 2: Increase the expectations for content delivery of various cultures within LOTE classes.
 - Action Step 3: Encourage student participation in projects and presentations of personal cultures during LOTE classes.

- **Objective 3.3:** Use findings of the 2019 Culture Survey to ensure our community is reflected in the instruction our students receive. (*Curriculum & Instruction*)
 - **Strategy 3.3.1: Expand and increase opportunities for students to express cultures through art, literature, and celebrations within our CISD curriculum.**
 - Action Step 1: Establish a student curriculum review committee (Grades 7-12)
 - Action Step 2: Review curriculum and provide feedback to the administration.
 - Action Step 3: Utilize Campus Culture Coaches to review student feedback and incorporate into curriculum.

- **Objective 3.4:** Ensure teachers are using culturally responsive teaching practices. *(Curriculum & Instruction)*
 - **Strategy 3.4.1: Share examples of Culturally Responsive Teaching Practices with instructional staff.**
 - Action Step 1: Model Culturally Responsive Teaching Practices during monthly faculty meetings.
 - Action Step 2: Monitor implementation of practices in the classroom.
 - Action Step 3: Increase expectations for implementation of Culturally Responsive Teaching Practices throughout the year.
- **Objective 3.5:** Ensure each student organization, club and program incorporates Culturally Competent Practices. *(Administration)*
 - **Strategy 3.5.1: Conduct audit of each student organization, club and program to ensure Culturally Competent Practices that encourage and welcome participation by all student groups.**
 - Action Step 1: Establish baseline Culturally Competent Practices for student organizations, clubs and programs.
 - Action Step 2: Meet with each organization, club and program sponsor to obtain feedback on baseline Culturally Competent Practices.
 - Action Step 3: Share key findings and recommendations with program sponsors to ensure Culturally Competent Practices.
- **Objective 3.6:** Add examples of cultural competence in district messaging. *(Communications)*
 - **Strategy 3.6.1:** Conduct a communications audit of current district, campus, classroom and program messaging (audio, visual and written) to identify key areas lacking diversity so that efforts to accurately depict diversity are incorporated into district messaging.
 - Action Step 1: Identify Audit Instrument Checklist to use as an internal self-evaluation tool.
 - Action Step 2: Create audit teams to walk each campus/district facility to assess cultural competence level based on internal Audit Instrument Checklist.
 - Action Step 3: Make recommendations for changes at district, campus, classroom or program level, as needed.
 - Action Step 4: Incorporate photos, posters, artwork and other visual images across the district that accurately reflect the diversity of our student population.
 - Action Step 5: Add positive diversity messaging to all public CISD presentations (ie. State of the District, Chamber presentations, CLASS, etc.).

GOAL 4: Engage students, staff, and faculty to collect feedback on cultural competence in CISD.

- **Objective 4.1:** Collect baseline demographic information and equity perceptions from key stakeholders and resurvey every two years. *(Administration)*
 - **Strategy 4.1.1:** Survey parents, staff and students to collect meaningful data for use by CISD and DDC subcommittees.
 - Action Step 1: Work with consulting company to create Culture Survey assessment instrument.
 - Action Step 2: Use District Diversity Council as a focus group to further develop Culture Survey questions.
 - Action Step 3: Conduct voluntary online Culture Survey of key stakeholders.
 - Action Step 4: Share Culture Survey results with the DDC, the School Board and general public.
 - Action Step 5: Utilize Culture Survey information to help develop Cultural Competence Action Plan.
 - Action Step 6: Resurvey stakeholders every two years to identify trends.

- **Objective 4.2:** Increase opportunities in Carroll ISD for students to be represented, provide feedback and have a voice in district equity work. *(Student-Led Education & Policy)*
 - **Strategy 4.2.1:** Engage students in discussion about racial tension and diversity ideas.
 - Action Step 1: Host Diversity Dialogues during a publicly-posted School Board meeting between Trustees, staff and students (Grades 9-12) using written conversation prompts.
 - Action Step 2: Visit with students face-to-face at CISD campuses during the school day to talk about diversity, inclusion and their experiences with microaggressions and discriminatory behaviors by others.
 - Action Step 3: Conduct ThoughtExchange engagement to seek discussion topics from students in grades 7-12.
- **Objective 4.3:** Gain teacher input to acknowledge staff diversity and to help guide the staff development design process. *(Professional Development)*
 - **Strategy 4.3.1:** Create opportunities for teachers to provide input to the DDC Professional Development subcommittee into the staff development process.
 - Action Step 1: Develop a teacher cultural competency survey/questionnaire.
 - Action Step 2: Administer the cultural competency survey/questionnaire to faculty.
 - Action Step 3: Analyze and present data to DDC.

GOAL 5: Propose strategies for reaching cultural competence.

- **Objective 5.1:** Create and execute a holistic professional development program that promotes awareness, sensitivity and inclusion for and by the entire school district, including faculty, staff and the School Board at CISD. *(Professional Development)*
 - **Strategy 5.1.1: Provide equity and inclusion professional development opportunities for all staff.**
 - Action Step 1: Ensure training includes flexible formats, options and time limits.
 - Action Step 2: Make sure training is instructional-level appropriate.
 - Action Step 3: Make training available to the public as a shared responsibility.
 - Action Step 4: Provide small-group interaction for engagement.
 - Action Step 5: Ensure that training is reflective of Culture Survey results.
 - Action Step 6: Establish expectation that training will be an extended commitment.
- **Objective 5.2:** Reduce the number of student discipline incidents involving microaggressions and discriminatory behavior. *(Administration)*
 - **Strategy 5.2.1: Create a systemic process for consistently tracking and reporting microaggressions and incidents of discrimination.**
 - Action Step 1: Research best practices to determine how other districts track and report microaggressions and incidents of discrimination.
 - Action Step 2: Adopt preferred method for tracking and reporting microaggressions and incidents of discrimination at campus level.
 - Action Step 3: Establish baseline year to quantify the number of microaggressions and incidents of discrimination at each campus.
 - Action Step 4: Conduct year-to-year analysis to reduce the total number of incidents involving microaggressions and incidents of discrimination by campus.
- **Objective 5.3:** Recruit, reward and retain qualified, diverse professional, paraprofessional and auxiliary employees. *(Administration)*

- **Strategy 5.3.1: Create and implement a written HR plan with the goal of increasing the number of diverse staff hired in Carroll ISD.**
 - Action Step 1: Research the hiring practices of other area school districts.
 - Action Step 2: Identify best practices in recruiting, rewarding and retaining qualified, diverse staff.
 - Action Step 3: Adopt written HR plan designed to recruit, reward and retain qualified, diverse employees in each category: professional, paraprofessional and auxiliary.

- **Objective 5.4: Increase the diversity of teachers and staff with particular focus on attracting underrepresented teachers. (Teacher & Staff Recruitment)**
 - **Strategy 5.4.1:** Identify ways to attract and recruit underrepresented teaching applicants.
 - Action Step 1: Identify the number of underrepresented applicants/hires.
 - Action Step 2: Compare results with other surrounding districts.
 - Action Step 3: Participate in job fairs at colleges with more diverse applicants.
 - Action Step 4: Focus on the hiring of quality applicants with an emphasis on increasing the number of underrepresented teachers employed by CISD.

- **Objective 5.5: Increase opportunities to grow leaders who will champion equity and inclusion at their campuses in Carroll ISD. (Administration)**
 - **Strategy 5.5.1: Create a Leadership & Culture coach position for Carroll ISD**
 - Action Step 1: Establish a job description for the Leadership & Culture Coach position using in-house available staff.
 - Action Step 2: Have Superintendent appoint/announce Leadership & Culture Coach to community/campuses.
 - Action Step 3: Create opportunities for Leadership & Culture Coach to interact with students of all ages about topics important to students and CISD.
 - Action Step 4: Utilize Leadership & Culture Coach to work with and train district and campus staff members.

 - **Strategy 5.5.2: Establish a Campus Culture Coach Certification program in CISD.**
 - Action Step 1: Create program framework, objectives and application process.
 - Action Step 2: Communicate Campus Culture Coach opportunity at each campus.
 - Action Step 3: Establish stipend and budget for Campus Culture Coach program.
 - Action Step 4: Interview and select two Campus Culture Coaches at each CISD school.
 - Action Step 5: Utilize Carroll ISD's Leadership & Culture Coach to help train/mentor Campus Culture Coaches.
 - Action Step 6: Use Campus Culture Coaches to champion equity, inclusion and diversity work as they team up to train and work with colleagues on their respective campuses.
 - Action Step 7: Conduct end-of-year survey at each campus to collect feedback on Campus Culture Coach program/training.
 - Action Step 8: Introduce and recognize Campus Culture Coaches at public School Board meeting.

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Strategy 1.1.3: Identify skills and resources needed to achieve student equity and inclusion education goals.</p>	<p>force at each 5-12 campus (students from the Campus Diversity Councils or CDCs) to work with the Director of Equity and Inclusion.</p>		<p>Meeting Agendas Focus Group Feedback and ThoughtExchange Results</p>	
	<p><u>Action Step 4:</u> Establish an equity and inclusion grievance process system through which students can report instances of discrimination and other events that inhibit progress toward cultural competence goals.</p>	<p>Director of Equity and Inclusion w/ school attorney</p>	<p>October 2020 Grievance Policy Adoption Copy of SCOC and Employee Handbook Documentation of Grievances Filed</p>	<p>Pending</p>
	<p><u>Action Step 5:</u> Provide counseling support, resources, and advocacy for victims of discrimination.</p>	<p>Tammy Pulse & CISD Counselors (two victim advocates per grant application)</p>	<p>October 2020 Grant Application Victim Advocate Job Description</p>	<p>Pending</p>
	<p><u>Action Step 6:</u> Expand the Dragon Tip Line/Carroll ISD Let's Talk app to include equity and inclusion as a category to communicate concerns.</p>	<p>Hayley Herring, Board & Community Relations Staff</p>	<p>August 2020 Copy of Dragon Tip Line and Let's Talk categories Equity/Inclusion Submissions</p>	<p>Pending</p>
	<p><u>Action Step 7:</u> Establish a LGBTQ student focus groups (grades 9-12) to provide dialogue and discussion on topics important to their group.</p>	<p>Shawn Duhon & PJ Giamanco</p>	<p>Established September 2020 Quarterly Meetings Documentation of Feedback Recommendations & Action</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Identify skills needed for students and develop curriculum trainings/initiatives.</p>	<p>Director of Equity and Inclusion, Eric McDade</p>	<p>September 2020 Equity and Inclusion Student Profile</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Educate students about bias and advantages faced and provide strategies for preventing bias from resulting in discrimination.</p>	<p>Campus Principals, Classroom Teachers and Counselors</p>	<p>2020-2021 School Year Copies of Curriculum and Lesson Plans Assembly Speaker Schedule Counseling Lessons and Newsletters</p>	<p>Pending</p>
<p><u>Action Step 3:</u> Coordinate a diversity and inclusion week at each campus during the academic year and/or a districtwide "Diversity and Inclusion Matters" Day.</p>	<p>Student Services, Campus Principals and CDCs</p>	<p>February 1-5, 2021 February 7-11, 2022 February 6-10, 2023 February 5-9, 2024 Promotional Fliers and Communications Student Feedback</p>	<p>Pending Pending Pending Pending</p>	

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 1.2: Establish a basic level of cultural competency with all teachers in the district, to include cultural sensitivity training. <i>(Professional Development/Teacher & Staff Recruitment)</i></p> <p>Strategy 1.2.1: Identify basic cultural competency skills to use as a foundation for teacher training.</p> <p>Strategy 1.2.2: Enrich and expand the cultural competency training experience with additional</p>	<p><u>Action Step 4:</u> Highlight and communicate to students the advantages and benefits of diversity.</p>	<p>Eric McDade, Campus Culture Coaches, Classroom Teachers and Counselors</p>	<p>Annually Leadership & Culture Coach Calendar of Student Engagement Copies of Curriculum and Lesson Plans & Feedback</p>	<p>Pending</p>
	<p><u>Action Step 5:</u> Finalize and introduce structured diversity and inclusion training and initiatives for students during the academic year to include mandatory online, self-guided training and focus group trainings.</p>	<p>Director of Equity and Inclusion, Gina Peddy & Curriculum Coordinators (cost TBD)</p>	<p>2021-2022 School Year Training Certificates of Completion Student Feedback</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Present list of basic cultural competency skills for teachers to CISD Administration.</p>	<p>Janet McDade, Tyisha Nelson & Julie Thannum</p>	<p>July/August 2020 Cultural Competency Teacher Profile Copy of Presentation to DLT</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Select training platform for teachers.</p>	<p>Director of Equity and Inclusion, Gina Peddy, Curriculum & Instruction Staff (Cost TBD)</p>	<p>October 2020 Training Platform/Software</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Communicate expectations to all teachers and campus leaders.</p>	<p>David Faltys, Janet McDade and Director of Equity and Inclusion</p>	<p>January 2021 Copy of Profile and Presentation</p>	<p>Pending</p>
	<p><u>Action Step 4:</u> Conduct cultural competency training for all teachers and campus leaders.</p>	<p>Student Services, Director of Equity and Inclusion, and Curriculum & Instruction Staff (Cost TBD)</p>	<p>February 2021 Training Schedule Training Sign-up Sheet Training Completion Certificates Training Feedback</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Offer District Day of Learning session options on the topic of cultural competency.</p>	<p>Director of Equity and Inclusion (Speaker/Trainer Budget)</p>	<p>October 2020 District Day of Learning Schedule</p>	<p>Pending</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>professional development opportunities.</p> <p>Objective 1.3: Conduct an independent equity audit in Carroll ISD and implement recommendations. <i>(Administration)</i></p> <p>Strategy 1.3.1: Conduct an equity audit of curriculum, programs and policies in Carroll ISD.</p>			Cultural Competency Presentation Session Sign-in Sheets Session Feedback	
	<p><u>Action Step 2:</u> Provide in-district, after-school trainings on campuses.</p>	Director of Equity and Inclusion, Eric McDade, Campus Culture Coaches, Curriculum & Instruction	2020-2021 School Year Schedule of Trainings Session Sign-in Sheets Session Feedback	Pending
	<p><u>Action Step 3:</u> Conduct small-group learning opportunities using outside consultants/trainers.</p>	Student Services & Campus Principals (Speaker/Trainer Budget)	Beginning Spring 2021 Schedule of Small-Group Sessions Session Sign-in Sheets Session Feedback	Pending
	<p><u>Action Step 4:</u> Allow departmental field trips for teachers to area institutions.</p>	Campus Principals (Costs TBD)	Beginning 2020-2021 School Year Schedule of field trips	Pending
	<p><u>Action Step 5:</u> Offer individual training options with supervisor approval.</p>	District Leadership Team (Campus & PTO Funds)	Beginning 2020-2021 School Year Training Schedule Staff Feedback	Pending
	<p><u>Action Step 6:</u> Conduct regular reviews of CISD's Culture Survey results.</p>	Director of Equity and Inclusion, Janet McDade, Tyisha Nelson & Julie Thannum (DDC)	Spring 2020 Spring 2022 Spring 2024 Survey Results & Executive Summary/Trends Charts Presentation PPT DDC Agenda/Minutes	Pending Pending Pending
	<p><u>Action Step 1:</u> Create a Request For Proposals (RFP) for equity audit professional services.</p>	Julie Thannum, Financial Services Staff	July 2020 Copy of RFP Packet List of Equity Auditors	In Progress
	<p><u>Action Step 2:</u> Collect proposals to rank and select an equity audit consultant to work with CISD.</p>	Superintendent's Cabinet	August 2020 Copy of Proposals Selection Rubric	Pending
	<p><u>Action Step 3:</u> Contract with equity audit consultant to conduct comprehensive audit of CISD curriculum, program and policies.</p>	Superintendent's Cabinet (est. \$80,000)	September 2020 Copy of Contract and Scope of Work Schedule for Audit	Pending

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 1.4: Elevate and prioritize the district's equity and inclusion work by modeling cultural competence for all staff. <i>(Administration)</i></p> <p>Strategy 1.4.1: Adopt a new equity and inclusion district policy that establishes an expectation that all students and staff will model and work towards cultural competence.</p>	<p><u>Action Step 4:</u> Present Equity Audit Proposal to School Board for Approval.</p>	<p>Superintendent David Faltys</p>	<p>September 2020 School Board Agenda, Synopsis and Meeting Minutes</p>	<p>Pending</p>
	<p><u>Action Step 5:</u> Work with Consultant to Conduct Comprehensive Equity Audit</p>	<p>Student Services Director of Equity and Inclusion</p>	<p>September–December 2020 Copy of Audit Schedule, Scope and Sequence and Overall Findings and Recommendations</p>	<p>Pending</p>
	<p><u>Action Step 6:</u> Present equity audit findings to DDC for input/feedback.</p>	<p>Equity Consultant Janet McDade, Tyisha Nelson and Director of Equity and Inclusion</p>	<p>December 2020 Equity Audit Report and Recommendations</p>	<p>Pending</p>
	<p><u>Action Step 7:</u> Present equity audit findings and DDC feedback to School Board for approval.</p>	<p>Equity Consultant, Janet McDade, Tyisha Nelson and Director of Equity and Inclusion</p>	<p>January 2021 Equity Audit Report and Recommendations DDC Feedback and Recommendations Board Meeting Agenda & Minutes</p>	<p>Pending</p>
	<p><u>Action Step 8:</u> Integrate equity audit findings into CISD's Cultural Competence Action Plan.</p>	<p>Director of Equity and Inclusion, Janet McDade, Tyisha Nelson & Julie Thannum (Costs TBD)</p>	<p>February 2021 Updated Copy of CCAP</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Research equity and inclusion policies in other school districts and universities.</p>	<p>Janet McDade, Tyisha Nelson & Julie Thannum</p>	<p>June 2020 Sample Equity Policies</p>	<p>In Progress</p>
	<p><u>Action Step 2:</u> Collaborate with Policy Service writers at the Texas Association of Schools Boards to create a new equity and inclusion district policy.</p>	<p>Julie Thannum & TASB Policy Consultant Amy Kadlecek</p>	<p>July 2020 DRAFT TASB Equity Policy Recommendation</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Present new equity and inclusion district policy to the District Diversity Council for feedback.</p>	<p>Julie Thannum</p>	<p>July 2020 Email Communication Sharing Copy of Draft Equity Policy with DDC DDC Feedback</p>	<p>Pending</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Strategy 1.4.2: Present equity and inclusion policy, as well as Board-adopted Culture Competence Action Plan to the District Leadership Team (DLT) at the annual Administrative Retreat.</p> <p>Strategy 1.4.3: Hold staff accountable for equity and inclusion work by adding a cultural competence domain/indicator to the evaluation/appraisal process for all staff.</p>	<p><u>Action Step 4:</u> Ask Carroll ISD School Board Trustees to consider adopting the new equity and inclusion district policy.</p>	Julie Thannum	July 2020 Copy of DRAFT Policy CISD School Board Agenda & Minutes	Pending
	<p><u>Action Step 5:</u> Incorporate new equity and inclusion district policy into district website, handbooks and communications.</p>	Julie Thannum Board & Community Relations Staff	August 2020 Copies of Communications Equity Policy in SCOC and Employee Handbook Copy of Equity Policy on CISD website	Pending
	<p><u>Action Step 1:</u> Share equity and inclusion policy and expectations to District Leadership Team prior to the beginning of the school year.</p>	Superintendent David Faltys	July/August 2020 DLT Agenda/Admin Retreat	Pending
	<p><u>Action Step 2:</u> Review Culture Competence Action Plan with District Leadership Team and set expectations for action step completion and implementation.</p>	David Faltys, Janet McDade, Tyisha Nelson & Julie Thannum	June/July/August 2020 June DLT Meeting Agenda Admin Retreat Agenda Copy of CCAP Presentation	Pending
	<p><u>Action Step 1:</u> Form a Subcommittee of district leaders to work with the Personnel Services Department to study example appraisal instruments that include a domain/indicator that measures progress toward cultural competence and/or a personal commitment to equity and inclusion.</p>	Director of Equity and Inclusion & Gina Peddy and Lauren Wurman	January 2021 Subcommittee Framework Meeting Agenda & Minutes Sample Appraisal Instruments	Pending
	<p><u>Action Step 2:</u> Collect staff feedback on sample appraisal indicators.</p>	Director of Equity and Inclusion, Gina Peddy, and Lauren Wurman	February 2021 Staff Feedback	Pending
	<p><u>Action Step 3:</u> Adopt recommended appraisal indicator that measures employee commitment to equity/cultural competence.</p>	Director of Equity and Inclusion, Janet McDade and CISD School Board	March 2021 School Board Agenda, Synopsis and Minutes Approval appraisal indicator/instrument	Pending
<p><u>Action Step 4:</u> Communicate appraisal indicator to staff and incorporate into staff evaluation/appraisal instrument.</p>	Director of Equity and Inclusion, Janet McDade and Campus Principals	April 2021 Appraisal Communications and Presentations Copy of Appraisal Instrument for use	Pending	

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 1.5: Launch a multi-faceted marketing and communications campaign that celebrates the uniqueness and diversity within Carroll ISD. <i>(Communications)</i></p> <p>Strategy 1.5.1: Highlight and feature the diversity of Carroll ISD through a comprehensive #WeAreDragons marketing/communications campaign.</p> <p>Objective 1.6: Work collaboratively with the Mayor’s Alliance for Unity & Culture to promote cultural competence in the greater Southlake/Carroll ISD communities. <i>(Administration)</i></p> <p>Strategy 1.6.1: Create liaison position for a member of Mayor’s Alliance for Unity & Culture on the District Diversity Council</p>	<p><u>Action Step 1:</u> Incorporate #WeAreDragons diversity theme into 2021 <i>Inside Carroll</i> Magazine.</p> <p><u>Action Step 2:</u> Create a video series featuring #WeAreDragons equity messaging.</p> <p><u>Action Step 3:</u> Publish print document/ads featuring #WeAreDragons equity messaging.</p> <p><u>Action Step 4:</u> Utilize social media to share #WeAreDragons equity messaging.</p> <p><u>Action Step 1:</u> Contact City of Southlake staff to request that a member of the Mayor’s Alliance also serve as a member of the District Diversity Council.</p> <p><u>Action Step 2:</u> Appoint one member of the District Diversity Council to serve as a liaison/member of the Mayor’s Alliance for Unity & Culture.</p>	<p>Julie Thannum, Board & Community Relations Staff and Southlake Style Magazine</p> <p>Justin Dearing</p> <p>Jill Webb and Board & Community Relations Staff</p> <p>Board & Community Relations Staff & DDC/CDC social media teams.</p> <p>Janet McDade & Tyisha Nelson</p> <p>Janet McDade & Tyisha Nelson</p>	<p>beginning with 2021-2022 School Year</p> <p>June/July 2021 Editorial Plan Copy of Inside Carroll Magazine (August 2021) Reader Feedback</p> <p>2021-2022 School Year Ongoing series Copy of Videos Audience Feedback</p> <p>August 2021 Copy of #WeAreDragons Brochure and Ads Feedback</p> <p>2021-2022 School Year Ongoing series Copy of Posts</p> <p>2019-2020 School Year Name of City Liaison for DDC</p> <p>2019-2020 School Year Name of DDC Liaison to Mayor’s Alliance</p>	<p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Completed</p> <p>Completed</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>GOAL 2: Facilitate communication and understanding among different stakeholders, and serve as a community resource.</p> <p>Objective 2.1: Increase opportunities in Carroll ISD for underrepresented groups to be included, provide feedback and have a voice in district equity work. <i>(Administration)</i></p> <p>Strategy 2.1.1: Create District and Campus Diversity Councils to serve in an advisory role to the School Board and Administration.</p>	<p><u>Action Step 3:</u> Offer opportunities on the DDC agenda for periodic updates on the work of the Mayor's Alliance.</p>	<p>Janet McDade & Tyisha Nelson</p>	<p>Ongoing DDC Meeting Agendas & Reports</p>	<p>In Progress</p>
	<p><u>Action Step 4:</u> Ask DDC liaison to Mayor's Alliance to give periodic updates on the work of the DDC to the Mayor's Alliance.</p>	<p>Janet McDade & Tyisha Nelson</p>	<p>Ongoing Mayor's Alliance Agendas & Reports</p>	<p>In Progress</p>
	<p><u>Action Step 5:</u> Look for opportunities to align/cross communicate the work of the DDC and the Mayor's Alliance.</p>	<p>DDC Liaison & Julie Thannum</p>	<p>Ongoing Coordination and Communications with Mayor and City Staff</p>	<p>In Progress</p>
	<p><u>Action Step 6:</u> Collaborate on at least one joint event/special project with the Mayor's Alliance annually.</p>	<p>DDC Co-Chairs & City Liaison</p>	<p>2020-2021 School Year Project Details Participants' Feedback</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Develop a Board-approved framework for DDC membership.</p>	<p>Superintendent's Cabinet</p>	<p>December 2018 Copy of DDC Framework School Board Agenda & Meeting Minutes</p>	<p>Completed</p>
	<p><u>Action Step 2:</u> Create and distribute online DDC application.</p>	<p>Julie Thannum and Board & Community Relations Staff</p>	<p>December 2018 Copy of DDC Application School Board Agenda & Meeting Minutes</p>	<p>Completed</p>
	<p><u>Action Step 3:</u> Communicate DDC opportunities to CISD stakeholders.</p>	<p>Julie Thannum and Board & Community Relations Staff</p>	<p>December 2018 Superintendent's Email Copies of eBlasts Copies of DDC Applications Copy of DDC Membership</p>	<p>Completed</p>
	<p><u>Action Step 4:</u> Conduct regular meetings of the DDC and CDCs.</p>	<p>Janet McDade & Tyisha Nelson</p>	<p>January 2019 to Present Meeting Agendas and Minutes</p>	<p>In Progress</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Strategy 2.1.2: Create opportunities for CISD stakeholders to learn more about the various religions identified by CISD families in the Culture Survey.</p> <p>Objective 2.2: Create greater public awareness surrounding the work of the District Diversity Council. (Communications)</p> <p>Strategy 2.2.1: Communicate the work and objectives of the DDC to the greater Carroll community.</p>	<p><u>Action Step 5:</u> Establish staff and community co-chairs for DDC.</p>	<p>Superintendent & Board President</p>	<p>February 2019 DDC Agenda and Minutes Pam Francis and Eric Ransom announced as co-chairs of DDC</p>	<p>Completed</p>
	<p><u>Action Step 6:</u> Divide DDC into working subcommittees.</p>	<p>Janet McDade & Tyisha Nelson</p>	<p>March/April 2019 Lists of Six DDC Subcommittees and Members</p>	<p>Completed</p>
	<p><u>Action Step 7:</u> Establish CDC liaisons to DDC co-chairs.</p>	<p>DDC Co-chairs</p>	<p>October 2019 DDC Agenda and Summary CDC Liaison Reports</p>	<p>Completed</p>
	<p><u>Action Step 8:</u> Survey DDC and CDC members for feedback/input.</p>	<p>Janet McDade, Tyisha Nelson & Julie Thannum</p>	<p>Ongoing ThoughtExchange Results DDC Feedback</p>	<p>In-Progress</p>
	<p><u>Action Step 1:</u> Host community interfaith dialogues.</p>	<p>Student Services, Director of Equity and Inclusion and DDC</p>	<p>November 2021</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Create DDC webpage to include meeting dates, agendas, summary of activities and photos of each DDC meeting.</p>	<p>Hayley Herring, Janet McDade, Tyisha Nelson & Julie Thannum</p>	<p>Spring 2019 Copy of DDC Webpage Ongoing Postings of Meeting Agendas, Summaries and Presentations</p>	<p>Completed</p>
	<p><u>Action Step 2:</u> Establish DDC and CDC social media sites to share content, facts and upcoming events/celebrations.</p>	<p>DDC Co-chairs Justin Dearing & Board & Community Relations Staff</p>	<p>August 2020 DDC and CDC Facebook, Twitter and Instagram Accounts Social Media Plan & Posts Feedback</p>	<p>Pending</p>
<p><u>Action Step 3:</u> Design and publish DDC advertisement(s) in Southlake Style Magazine and CISD eBlasts.</p>	<p>Jill Webb & Julie Thannum</p>	<p>2020-2021 School Year Copies of DDC Ads/Messaging for Southlake Style Magazine and eBlasts Feedback</p>	<p>Pending</p>	
<p><u>Action Step 4:</u> Create video announcing CCAP and Director of Equity and</p>	<p>Justin Dearing, Janet McDade,</p>	<p>September 2020 Copy of Video Social Media Analytics</p>	<p>Pending</p>	

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 2.3: Create new opportunities for the district and campuses to communicate and share facts about the diverse populations in Carroll ISD. <i>(Communications)</i></p> <p>Strategy 2.3.1: Create greater understanding of each campus diversity/demographics.</p> <p>Objective 2.4: Increase public awareness of the diversity demographics of Carroll ISD. <i>(Communications)</i></p> <p>Strategy 2.4.1: Create a digital dashboard on the CISD website to educate the public about the diversity in Carroll ISD.</p>	<p>Inclusion (featuring voice of DDC members).</p> <p><u>Action Step 1:</u> Create mini diversity dashboards or infographics for campus websites/publications.</p> <p><u>Action Step 2:</u> Share diversity statistics/demographics with families at curriculum night.</p> <p><u>Action Step 3:</u> Encourage student ambassador programs whereby membership is made up of the representative student groups at the campus.</p> <p><u>Action Step 1:</u> Research website dashboard software options.</p> <p><u>Action Step 2:</u> Select optimal website dashboard software.</p> <p><u>Action Step 3:</u> Enter Culture Survey results into dashboard software.</p> <p><u>Action Step 4:</u> Launch diversity digital dashboard for public review.</p> <p><u>Action Step 5:</u> Promote diversity dashboard to public.</p> <p><u>Action Step 6:</u> Track analytics for diversity dashboard.</p>	<p>Tyisha Nelson and DDC</p> <p>Hayley Herring & Campus Web Managers</p> <p>Campus Principals & Classroom Teachers</p> <p>Campus Principals</p> <p>Hayley Herring</p> <p>Julie Thannum, Board & Community Relations</p> <p>Hayley Herring</p> <p>Hayley Herring</p> <p>Board & Community Relations Staff</p> <p>Hayley Herring</p>	<p>Feedback</p> <p>Fall 2020 Copy of Diversity Dashboard Website Visits/Analytics Site Visitor Feedback</p> <p>August/September 2020 Curriculum Night Schedule Copy of Presentation Feedback</p> <p>2020-2021 School Year Ongoing Ambassador Membership</p> <p>June/July 2020 Report of software options Create Selection Rubric</p> <p>July 2020 Rubric Results Software Selection</p> <p>July 2020 Copy of Dashboard</p> <p>August 2020 Copy of Diversity Dashboard Site Visitor/Analytics Feedback</p> <p>August/September 2020 eBlasts Social Media Posts Email Communications</p> <p>August/September 2020 Website Analytics & Reports Site Visitor Feedback</p>	<p></p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Strategy 2.4.2: Recognize significant holidays, monthly observances and other culturally-relevant events/people in district and campus communications throughout the school year.</p> <p>Objective 2.5: Increase opportunities for all stakeholders to learn about cultures other than their own. (<i>Celebration of Culture Bias & Awareness</i>)</p> <p>Strategy 2.5.1: Educate the community about other cultures and countries to gain greater diversity awareness and appreciation.</p> <p>GOAL 3: Advocate for and support culturally competent and responsive programs and policies.</p> <p>Objective 3.1: Create consistency in student discipline policies and practices. (<i>Administration</i>)</p> <p>Strategy 3.1.1: Strengthen wording and consequences in the Student Code of Conduct (SCOC) for hate speech, racial slurs or acts against individuals or groups of individuals based on race, religion, ethnicity, gender, sex, sexual orientation or disability.</p>	<p><u>Action Step 1:</u> Utilize Culture Survey results to identify top religions/cultural groups that make up the CISD population.</p>	<p>DDC, Julie Thannum and Board & Community Relations Staff</p>	<p>Spring 2020 Survey Results (K-12 Insight) List of Top Religions (<1%)</p>	<p>In Progress</p>
	<p><u>Action Step 2:</u> Create a diversity calendar for year-round communications and event planning.</p>	<p>Justin Dearing and Board & Community Relations Staff</p>	<p>July 2020 Copy of Diversity Calendar</p>	<p>In Progress</p>
	<p><u>Action Step 3:</u> Schedule social media posts/images to recognize culturally-relevant events and holidays.</p>	<p>Justin Dearing and Board & Community Relations Staff</p>	<p>August 2020 Copy of Social Media Plan Social Media Images & Posts Feedback</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Host annual multicultural events at each CISD campus.</p>	<p>Campus Principals & CDCs (Existing Campus Budgets)</p>	<p>Ongoing Beginning with 2019-2020 School Year Schedule of Events Attendance at Multi-cultural Events Feedback</p>	<p>In Progress</p>
	<p><u>Action Step 1:</u> Review SCOC wording for other area school districts.</p>	<p>Janet McDade Student Services</p>	<p>January 2019 Sample SCOC Wording</p>	<p>Completed</p>
	<p><u>Action Step 2:</u> Consult with the school attorney for compliance with the state and federal law.</p>	<p>Janet McDade & Leah Wingerson</p>	<p>February 2019 Meetings and Recommendations from School Attorney</p>	<p>Completed</p>
	<p><u>Action Step 3:</u> Present SCOC legal requirements and recommendations to DDC.</p>	<p>Janet McDade & Tyisha Nelson</p>	<p>February 2019 DDC Meeting Agenda & Minutes Attorney SCOC Presentation</p>	<p>Completed</p>
	<p><u>Action Step 4:</u> Use the DDC as a focus group for wording and consequence changes.</p>	<p>Janet McDade & Tyisha Nelson</p>	<p>April 2019 DDC Meeting Agenda & Minutes</p>	<p>Completed</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Strategy 3.1.2: Establish a process for documenting, reporting and tracking SCOC offenses.</p> <p>Objective 3.2: Provide access to and incorporate diverse instructional</p>	<p><u>Action Step 5:</u> Obtain School Board approval of SCOC changes.</p>	Janet McDade	<p>Proposed Changes SCOC Feedback and DDC Recommendations</p> <p>August 2019 School Board Agenda & Minutes Copy of approved SCOC</p>	Completed
	<p><u>Action Step 6:</u> Publish SCOC online for parent, staff and student review.</p>	Student Services and Board & Community Relations Staff	<p>August 2019 Copy of SCOC Website Posting</p>	Completed
	<p><u>Action Step 7:</u> Conduct training for campus administrators to ensure consistent application of SCOC consequences for microaggressions and discriminatory behavior.</p>	Janet McDade Student Services	<p>August/September 2019 Principal Meeting Agenda SCOC Presentation Principal Feedback</p>	Completed
	<p><u>Action Step 1:</u> Create a process for campus administrators to include incident notes to document microaggressions and discriminatory behaviors in the discipline offense history for students in the Skyward Management System.</p>	Janet McDade Student Services	<p>September 2019 Principal Meeting Agenda</p>	Completed
	<p><u>Action Step 2:</u> Establish a communication process for campus administrators to share incidents of microaggressions and discriminatory behaviors to the Student Services Department for tracking purposes.</p>	Janet McDade Student Services	<p>Spring 2019 Principal Meeting Agenda</p>	Completed
	<p><u>Action Step 3:</u> Report monthly SCOC discipline data to the School Board in executive session.</p>	Janet McDade Student Services	<p>2019-2020 School Year Executive Session – Student Information Updates Confidential PEIMS Reports from Skyward Student Management System</p>	In Progress

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>materials throughout CISD Curriculum and Instruction. <i>(Curriculum & Instruction)</i></p> <p>Strategy 3.2.1: Add diversity into teaching materials and instruction in all classrooms.</p> <p>Strategy 3.2.2: Introduce and improve language and cultures in Languages Other Than English (LOTE) classrooms.</p> <p>Objective 3.3: Use findings of the 2019 Culture Survey to ensure our community is reflected in the instruction our students receive. <i>(Curriculum & Instruction)</i></p> <p>Strategy 3.3.1: Expand and increase opportunities for students to express cultures through art, literature, and celebrations within our CISD curriculum.</p>	<p><u>Action Step 1:</u> Reach out to PK-12 content curriculum coordinators to identify instructional material needs.</p>	<p>Director of Equity and Inclusion, Gina Peddy & Curriculum Coordinators</p>	<p>October 2020 Needs Assessment Results</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Generate ideas with each campus staff to support diverse instructional materials in the classroom.</p>	<p>Director of Equity and Inclusion Gina Peddy & Curriculum Coordinators</p>	<p>November 2020 Campus Grade Level/PLC Meetings Staff Feedback</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Build classroom resources to include books where all students feel they are represented.</p>	<p>Director of Equity and Inclusion, Gina Peddy & Curriculum Coordinators (Cost TBD)</p>	<p>January 2021 List of Recommended Books & Resources Purchase Orders for Books & Resources</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Review the scope and sequence for LOTE classes with a focus on the cultures of each language.</p>	<p>Gina Peddy & Curriculum Coordinators</p>	<p>September 2020 Copies of LOTE Scope and Sequence Curriculum Review Rubric Proposed Recommendations</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Increase the expectations for content delivery of various cultures within LOTE classes.</p>	<p>Gina Peddy & Curriculum Coordinators</p>	<p>November 2020 Communications to LOTE Teachers Copies of Newly Revised LOTE Score and Sequence</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Encourage student participation in projects and presentations of personal cultures during LOTE classes.</p>	<p>Classroom Teachers</p>	<p>Ongoing Beginning 2020-2021 School Year Copies of Student Projects and Presentations</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Establish a student curriculum review committee (Grades 7-12).</p>	<p>Equity Auditor, Director of Equity and Inclusion, Gina Peddy</p>	<p>Fall 2020 (in tandem with districtwide Equity Audit) Copy of CRC Framework, Meetings & Membership</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Review curriculum and provide feedback to the administration.</p>	<p>Equity Auditor, Director of Equity and Inclusion,</p>	<p>Fall 2020 (in tandem with districtwide Equity Audit) CRC Meeting Agendas & Feedback</p>	<p>Pending</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 3.4: Ensure teachers are using culturally responsive teaching practices. <i>(Curriculum & Instruction)</i></p> <p>Strategy 3.4.1: Share examples of Culturally Responsive Teaching Practices with instructional staff.</p> <p>Objective 3.5: Ensure each student organization, club and program incorporates culturally competent practices. <i>(Administration)</i></p> <p>Strategy 3.5.1: Conduct audit of each student organization, club and program to ensure Culturally Competent Practices that encourage and welcome participation by all student groups.</p>	<p><u>Action Step 3:</u> Utilize Campus Culture Coaches to review student feedback and incorporate into curriculum.</p>	<p>Gina Peddy & Student CRC</p> <p>Gina Peddy, Eric McDade & CCCs</p>	<p>Spring 2021 Evidence of student feedback incorporated into curriculum/student projects</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Model Culturally Responsive Teaching Practices during monthly faculty meetings.</p>	<p>Campus Principals & CCCs</p>	<p>Ongoing beginning in 2020-2021 School Year Faculty Meeting Agendas, Presentations and Handouts Staff Feedback</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Monitor implementation of practices in the classroom.</p>	<p>Campus Principals & CCCs</p>	<p>Ongoing beginning in 2020-2021 School Year Confidential Walkthrough Feedback Forms</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Phase in incremental increases in expectations for implementation of Culturally Responsive Teaching Practices throughout the year.</p>	<p>Gina Peddy & Campus Principals</p>	<p>Ongoing beginning in 2020-2021 School Year Confidential Walkthrough Feedback Forms and Formal Observation Rubric</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Establish baseline Culturally Competent Practices for student organizations, clubs and programs.</p>	<p>Equity Auditor and Director of Equity and Inclusion</p>	<p>October 2020 Cultural Competence Program Evaluation Tool</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Meet with each organization, club and program sponsor to obtain feedback on baseline Culturally Competent Practices.</p>	<p>Equity Auditor and Director of Equity and Inclusion</p>	<p>November/December 2020 Meeting Schedule Completed Program Evaluation Tool and Sponsor Feedback</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Share key findings and recommendations with program sponsors to ensure</p>	<p>Equity Auditor and Director of Equity and Inclusion</p>	<p>January 2021 Copy of Program Report and Recommendations</p>	<p>Pending</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 3.6: Add examples of cultural competence in district messaging. (<i>Communications</i>)</p> <p>Strategy 3.6.1: Conduct a communications audit of current district, campus, classroom and program messaging (audio, visual and written) to identify key areas lacking diversity so that efforts to accurately depict diversity are incorporated into district messaging.</p> <p>GOAL 4: Engage students, staff, and faculty to collect feedback on cultural competence in CISD.</p> <p>Objective 4.1: Collect baseline demographic information and equity perceptions from key stakeholders and resurvey every two years. (<i>Administration</i>)</p> <p>Strategy 4.1.1: Survey parents, staff and students to collect meaningful data for use by CISD and DDC subcommittees.</p>	<p>Culturally Competent Practices.</p> <p><u>Action Step 1:</u> Identify Audit Instrument Checklist to use as an internal self-evaluation tool.</p> <p><u>Action Step 2:</u> Create audit teams to walk each campus/district facility to assess cultural competence level based on internal Audit Instrument Checklist.</p> <p><u>Action Step 3:</u> Make recommendations for changes at district, campus, classroom or program level, as needed.</p> <p><u>Action Step 4:</u> Incorporate photos, posters, artwork and other visual images across the district that accurately reflect the diversity of our student population.</p> <p><u>Action Step 5:</u> Add positive diversity messaging to all public CISD presentations (ie. State of the District, Chamber presentations, CLASS, etc.).</p> <p><u>Action Step 1:</u> Work with consulting company to create Culture Survey assessment instrument.</p>	<p>Director of Equity and Inclusion, Campus Principals and Classroom Teachers</p> <p>Director of Equity and Inclusion, Campus Principals and Classroom Teachers</p> <p>Campus Audit Teams, Janet McDade & Julie Thannum</p> <p>Campus Principals</p> <p>Board & Community Relations Staff</p> <p>Julie Thannum & Survey Consultant</p>	<p>Spring 2021 Audit Checklist</p> <p>Spring 2021 Internal Audit Team Lists for Each Campus</p> <p>Spring 2021 List of Internal Audit Recommendations</p> <p>Ongoing But At Least By The Start of the 2021-2022 School Year Completed Checklist With Dates of Completion for Internal Audit Recommendations</p> <p>Ongoing Schedule of Presentations Copies of Presentations and Handouts</p> <p>October 2019 Copy of Contract With K-12 Insight Draft Survey Questions</p>	<p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Pending</p> <p>Completed</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 4.2: Increase opportunities in Carroll ISD for students to be represented, provide feedback and have a voice in district equity work. <i>(Student-Led Education & Policy)</i></p> <p>Strategy 4.2.1: Engage students in discussion about racial tension and diversity ideas.</p>	<p><u>Action Step 2:</u> Use District Diversity Council as a focus group to further develop Culture Survey questions.</p>	<p>Julie Thannum & Survey Consultant</p>	<p>October/November 2019 Consultant’s Presentation to DDC and DDC Agenda & Meeting Summary Copy of DDC Feedback on Survey Questions</p>	<p>Completed</p>
	<p><u>Action Step 3:</u> Conduct voluntary online Culture Survey of key stakeholders.</p>	<p>Julie Thannum & Survey Consultant</p>	<p>December 2019 Copy of Final Culture Survey and Survey Communications</p>	<p>Completed</p>
	<p><u>Action Step 4:</u> Share Culture Survey results with the DDC, the School Board and general public.</p>	<p>Julie Thannum & Survey Consultant</p>	<p>January 2020 to DDC Copy of K-12 Insight Survey Results, DDC Agenda & Meeting Summary February 2020 to School Board Copy of K-12 Insight Survey Results, Board Agenda & Meeting Minutes.</p>	<p>Completed</p>
	<p><u>Action Step 5:</u> Utilize Culture Survey information to help develop Cultural Competence Action Plan.</p>	<p>Janet McDade, Tyisha Nelson & Julie Thannum</p>	<p>February 2020 to June 2020 Copy of Draft Culture Survey Results & Draft CCAP</p>	<p>Completed</p>
	<p><u>Action Step 6:</u> Resurvey stakeholders every two years to identify trends.</p>	<p>Board & Community Relations Staff & Survey Consultant (est. \$15,000 X 2)</p>	<p>December 2021 December 2023 Survey Consultant Contract Survey Questions & Results</p>	<p>Pending Pending</p>
	<p><u>Action Step 1:</u> Host Diversity Dialogues during a publicly-posted School Board meeting between Trustees, staff and students (Grades 9-12) using written conversation prompts.</p>	<p>Superintendent’s Cabinet & School Board Existing Dept. Budgets</p> <p>Julie Thannum & Eric McDade</p>	<p>January 2019 for Grades 9-12 at Public Board Meeting Posted School Board Meeting Agenda, Meeting Minutes, Video, Media Coverage & Student Feedback</p> <p>September 2019 at Student University for Grades 5-12 Student University Schedule Student U Video Student/Board Feedback</p>	<p>Completed</p> <p>Completed</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 4.3: Gain teacher input to acknowledge staff diversity and to help guide the staff development design process. <i>(Professional Development)</i></p> <p>Strategy 4.3.1: Create opportunities for teachers to provide input to the DDC Professional Development subcommittee into the staff development process.</p> <p>GOAL 5: Propose strategies for reaching cultural competence.</p> <p>Objective 5.1: Create and execute a holistic professional development program that promotes awareness, sensitivity and inclusion for and by the entire school district, including faculty, staff and the School Board at CISD. <i>(Professional Development)</i></p> <p>Strategy 5.1.1: Provide equity and inclusion professional development opportunities for all staff.</p>	<p><u>Action Step 2:</u> Visit with students face-to-face at CISD campuses during the school day to talk about diversity, inclusion and their experiences with microaggressions and discriminatory behaviors by others.</p>	<p>David Faltys & Eric McDade</p>	<p>October 2018 to March 2019 Schedule of Student Meetings Informal Feedback</p> <p>2019-2020 School Year Schedule of Student Meetings and Informal Feedback</p>	<p>Completed</p> <p>Completed</p>
	<p><u>Action Step 3:</u> Conduct ThoughtExchange engagement to seek discussion topics from students in grades 7-12.</p>	<p>David Faltys & Eric McDade</p>	<p>September 2019 ThoughtExchange Announcements & Results</p>	<p>Completed</p>
	<p><u>Action Step 1:</u> Develop a teacher cultural competency survey/questionnaire.</p>	<p>Gina Peddy & DDC Professional Development Subcommittee</p>	<p>January 2020 Copy of Survey Questionnaire</p>	<p>Completed</p>
	<p><u>Action Step 2:</u> Administer the cultural competency survey/questionnaire to faculty.</p>	<p>Gina Peddy & DDC Professional Development Subcommittee</p>	<p>February 2020 PD Survey Results</p>	<p>Completed</p>
	<p><u>Action Step 3:</u> Analyze and present data to DDC.</p>	<p>Gina Peddy & DDC Professional Development Subcommittee</p>	<p>February 2020 Survey Results & Presentation to DDC</p>	<p>Completed</p>
	<p><u>Action Step 1:</u> Ensure training includes flexible formats, options and time limits.</p>	<p>Gina Peddy & Curriculum Coordinators</p>	<p>2020-2021 School Year List of Training Options for Teachers</p>	<p>Pending</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 5.2: Reduce the number of student discipline incidents involving microaggressions and discriminatory behavior. <i>(Administration)</i></p> <p>Strategy 5.2.1: Create a systemic process for consistently tracking and reporting microaggressions and incidents of discrimination.</p>	<p><u>Action Step 2:</u> Make sure training is instructional-level appropriate.</p>	<p>Janet McDade & Gina Peddy</p>	<p>Ongoing Beginning With 2020-2021 School Year Schedule of Meeting(s) to Document Review</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Make training available to the public as a shared responsibility.</p>	<p>Janet McDade & Gina Peddy</p>	<p>Ongoing Beginning With 2020-2021 School Year Public Training Options & Event Schedule/Announcements Participant Feedback</p>	<p>Pending</p>
	<p><u>Action Step 4:</u> Provide small-group interaction for engagement.</p>	<p>Gina Peddy & Campus Principals</p>	<p>Ongoing Beginning With 2020-2021 School Year List of Small-Group Opportunities for PD</p>	<p>Pending</p>
	<p><u>Action Step 5:</u> Ensure that training is reflective of Culture Survey results.</p>	<p>Janet McDade, Tyisha Nelson & Gina Peddy</p>	<p>Ongoing Schedule of Meeting(s) to Review Culture Survey Results & Training(s)</p>	<p>Pending</p>
	<p><u>Action Step 6:</u> Establish expectation that training will be an extended commitment.</p>	<p>Janet McDade, Gina Peddy & Campus Principals</p>	<p>Ongoing Copy of Teacher Expectations in Handbooks & Training Communications</p>	<p>Pending</p>
	<p><u>Action Step 1:</u> Research best practices to determine how other districts track and report microaggressions and incidents of discrimination.</p>	<p>Director of Equity and Inclusion</p>	<p>October 2020 Research Documentation & Findings</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Adopt preferred method for tracking and reporting microaggressions and incidents of discrimination at campus level.</p>	<p>Janet McDade Director of Equity and Inclusion & Campus Principals</p>	<p>November 2020 Meeting Agenda & Final Reporting and Tracking System</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Establish baseline year to quantify the number of microaggressions and incidents of discrimination at each campus.</p>	<p>Janet McDade with Director of Equity and Inclusion</p>	<p>Spring Semester Pilot Program Baseline Reporting System by August 2021</p>	<p>Pending</p>
	<p><u>Action Step 4:</u> Conduct year-to-year analysis to reduce the total number of incidents involving microaggressions</p>	<p>Janet McDade with Director of Equity and Inclusion</p>	<p>Review Incident Reports Monthly and Compare Trends Annually in May</p>	<p>Pending</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 5.3: Recruit, reward and retain qualified, diverse professional, paraprofessional and auxiliary employees. <i>(Administration)</i></p> <p>Strategy 5.3.1: Create and implement a written HR plan with the goal of increasing the number of diverse staff hired in Carroll ISD.</p> <p>Objective 5.4: Increase the diversity of teachers and staff with particular focus on attracting underrepresented teachers. <i>(Teacher & Staff Recruitment)</i></p> <p>Strategy 5.4.1: Identify ways to attract and recruit underrepresented teaching applicants.</p>	and incidents of discrimination by campus.		Copies of Monthly Incident Reports Annual Presentation of Trends	
	<p><u>Action Step 1:</u> Research the hiring practices of other area school districts.</p>	Director of Equity and Inclusion, Lauren Wurman & Personnel Dept. Staff	Fall 2020 Research Documentation and Findings	Pending
	<p><u>Action Step 2:</u> Identify best practices in recruiting, rewarding and retaining qualified, diverse staff.</p>	Director of Equity and Inclusion, Lauren Wurman & Personnel Dept. Staff	Fall 2020 Research Presentation of Best Practices	Pending
	<p><u>Action Step 3:</u> Adopt written HR plan designed to recruit, reward and retain qualified, diverse employees in each category: professional, paraprofessional and auxiliary.</p>	Director of Equity and Inclusion, Lauren Wurman & Personnel Dept. Staff	January 2021 Copy of Written HR Plan	Pending
	<p><u>Action Step 1:</u> Identify the number of underrepresented applicants/hires.</p>	Lauren Wurman & Personnel Dept. Staff	Spring 2021 Hiring Season Historical Hiring Data	Pending
	<p><u>Action Step 2:</u> Compare results with other surrounding districts.</p>	Lauren Wurman & Personnel Dept. Staff	May 2021 Hiring Data Comparisons	Pending
	<p><u>Action Step 3:</u> Participate in job fairs at colleges with more diverse applicants.</p>	Lauren Wurman, Director of Equity and Inclusion & Campus Administrators	Spring 2021 Hiring Season Recruitment Schedule	Pending
	<p><u>Action Step 4:</u> Focus on the hiring of applicants with an emphasis on increasing the number of underrepresented teachers employed by CISD.</p>	District Leadership Team	Ongoing Hiring Data, DLT and Applicant Feedback	In-Progress

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
<p>Objective 5.5: Increase opportunities to grow leaders who will champion equity and inclusion at their campuses in Carroll ISD. <i>(Administration)</i></p> <p>Strategy 5.5.1: Create a Leadership & Culture coach position for Carroll ISD.</p> <p>Strategy 5.5.2: Establish a Campus Culture Coach Certification program in CISD.</p>	<p><u>Action Step 1:</u> Establish a job description for the Leadership & Culture Coach position using inhouse available staff.</p>	<p>Superintendent David Faltys and Personnel Dept. Staff</p>	<p>March 2019 Copy of Job Description</p>	<p>Completed</p>
	<p><u>Action Step 2:</u> Have Superintendent appoint/announce Leadership & Culture Coach to community/campuses.</p>	<p>Superintendent David Faltys</p>	<p>April 2019 Copy of School Board Meeting Agenda & Notes Copies of Staff & Parent Communications</p>	<p>Completed</p>
	<p><u>Action Step 3:</u> Create opportunities for Leadership & Culture Coach to interact with students of all ages about topics important to students and CISD.</p>	<p>David Faltys, Eric McDade & Campus Principals</p>	<p>Ongoing Schedule of Student Meetings, Kindness Rallies & Special Events Feedback from Participants</p>	<p>In-Progress</p>
	<p><u>Action Step 4:</u> Utilize Leadership & Culture Coach to work with and train district and campus staff members.</p>	<p>David Faltys, Eric McDade & Campus Principals</p>	<p>Ongoing Schedule of Faculty Meetings & Professional Development Events Feedback from Participants</p>	<p>In-Progress</p>
	<p><u>Action Step 1:</u> Create program framework, objectives and application process.</p>	<p>Eric McDade and Director of Equity and Inclusion</p>	<p>August/September 2020 Copy of Framework, Objectives and Application</p>	<p>Pending</p>
	<p><u>Action Step 2:</u> Communicate Campus Culture Coach opportunity at each campus.</p>	<p>Eric McDade with Board & Community Relations Dept.</p>	<p>October 2020 Emails, MySouthlakeNews.com and eBlast</p>	<p>Pending</p>
	<p><u>Action Step 3:</u> Establish stipend and budget for Campus Culture Coach program.</p>	<p>Eric McDade and Director of Equity and Inclusion (\$1,500 ea/\$33,000 total – grant pending) Training material program/cost TBD</p>	<p>August/September 2020 Stipend Budget Program Budget Federal Victim’s Grant – Notice of Grant Award (NOGA)</p>	<p>Pending</p>
	<p><u>Action Step 4:</u> Interview and select two Campus Culture Coaches at each CISD school.</p>	<p>Eric McDade, Director of Equity and Inclusion & Campus Principals</p>	<p>November 2020 Completed Applications Interview Schedule Final CCC List</p>	<p>Pending</p>

Goals/Objectives/Strategies	Action Steps	Owner & Budget	Timeline & Evaluation	Status Pending In Progress Completed
	<p><u>Action Step 5:</u> Utilize Carroll ISD's Leadership & Culture Coach to help train/mentor Campus Culture Coaches.</p>	Eric McDade, & CCCs	Spring 2021 Training Materials and Presentations Training Schedule Sign-in Sheets Participant Feedback	Pending
	<p><u>Action Step 6:</u> Use Campus Culture Coaches to champion equity, inclusion and diversity work as they team up to train and work with colleagues on their respective campuses.</p>	Eric McDade, CCC & DLT	Ongoing Beginning Spring 2021 Training Materials and Presentations Training Schedule Sign-in Sheets Campus Staff Feedback	Pending
	<p><u>Action Step 7:</u> Conduct end-of-year survey at each campus to collect feedback on Campus Culture Coach program/training.</p>	Julie Thannum, Eric McDade & Campus Principals	May 2021 (annually) Survey Questionnaire & Results	Pending
	<p><u>Action Step 8:</u> Introduce and recognize Campus Culture Coaches at public School Board meeting.</p>	David Faltys & Eric McDade (\$1,500 – Superintendent's Budget)	February 2021 (annually) School Board Agenda & Minutes Awards News Release/Coverage	Pending

Estimated Annual Cost

Year 1	2020-2021	
	Staffing/CCC Stipends*	\$160,000
	Director's Budget	25,000
	K-12 Audit	80,000
	Curriculum/Training/Materials	125,000
	Speakers	35,000
	TOTAL	\$425,000
Years 2-5	Annual Budget (2021-2025)	
	Staffing/CCC Stipends*	\$160,000
	Director's Budget	25,000
	Curriculum/Training/Materials	30,000
	Speakers	35,000
	TOTAL Annually	\$250,000

NOTE: Carroll ISD applied for a federal grant in excess of \$330,000 that would provide additional funding, resources and personnel to support the Cultural Competence Action Plan. One of the most significant pieces of the grant application outlined the addition of two victim advocate counselors assigned to work with students (and staff) who are victims of discrimination. The grant also included training, supplies, technology and other resources to support the CCAP. The district will be notified on the status of the grant in October 2020.